

**TENTATIVE
AGENDA
BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46
TUESDAY, FEBRUARY 20, 2007
AVON SCHOOL
7:30 p.m.**

- A. Call to Order - 7:30 p.m.
- B. Roll Call
- C. Establishment of Quorum
- D. Pledge of Allegiance
- E. Approval of Agenda
- F. Public Comment
- G. Consent Agenda
 - 1. Approval of Minutes
 - 2. Treasurer's Report/Accounts Payable
 - 3. Approval of Personnel Report
- H. Superintendent/Board Reports
- I. New Business:
 - 1. Discussion Items
 - A. Gifted Committee Presentation
 - B. Math 5-8 - Looking at Realigning Math Sequence
 - C. Language Arts Pilot Update
 - D. Integration of Technology into Curriculum Report
 - E. Library/Media Presentation
 - F. Policy Manual Discussion
 - G. Board Meeting Minutes Discussion
 - H. April Board Meeting Dates
 - I. Agenda Items for March 5, 2007
 - J. Future Agenda Items
 - 2. Action Item
 - A. Wellness Policy
- J. Public Comment
- K. Closed Session - Open Meetings Act 83-378 - To consider information regarding appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body & the probability of discussing action in front of an administrative body.
- L. Adjournment

Thank you for attending the meeting of the Board of Education. You are reminded that these are meetings held in public but are not public meetings. You are welcome to address the Board during "Public Comment". You are asked to limit your remarks to under four minutes. Guidelines for Public Comment are available at each meeting along with the current agenda. Board members and/or administrators may be contacted to respond to specific questions at:

Board Members

Sue Facklam	548-2930/ 223-3540 ext. 5565
Cheryl Davis	223-2759/ 223-3540 ext. 5677
Kristen Coe Peek	548-2453/ 223-3540 ext. 5678
Mark Hannan	223-3540 ext. 5771
Jill Rohrer	223-3540 ext. 5679
Keith Surroz	548-1360/ 223-3540 ext. 5594
Karen Weinert	548-0436/ 223-3540 ext. 5664

Schools

District Office	223-3650
Avon School	223-3530
Prairieview School	543-6200
Woodview School	223-3668
Middle School	223-3680
Meadowview School	223-3656
Frederick School	543-5300

The District web site address is www.d46.org

SCHOOL DISTRICT 46
MEMORANDUM

TO: Board of Education
FROM: Ellen Correll
RE: Board Agenda Back Up for February 20, 2007 Mtg.
DATE: February 14, 2007

Item G - Consent Agenda

1. The Superintendent recommends approval of the Minutes of 1/25/07 as presented.
2. The Superintendent recommends approval of the Treasurer's Report/Accounts Payable, as presented.
3. The Superintendent recommends approval of the Personnel Report, as presented.

Item H - Superintendent/Board Reports

Reports from the Board and the Superintendent will be provided at this time.

Item I - New Business

1. Discussion Items:

- A. Gifted Committee Presentation - Results of a year long study of gifted education in District 46 - past, present, future. Committee recommendations will be presented for 2007-08.
- B. Math 5-8 - Looking at Realigning Math Sequence - The 5-8 math committee has researched our current math sequence, along with D127 and feeder schools. Current math scenarios and possible future scenarios will be presented.
- C. Language Arts Pilot Update - An update on the pilot status will be given at Tuesday's meeting.
- D. Integration of Technology into Curriculum Report - A report on how technology impacts student learning will be given at this time.
- E. Library/Media Presentation - The media committee will discuss the current needs of our automated library system, future needs and costs.
- F. Policy Manual Discussion - A discussion regarding the policy manual will take place at this time.
- G. Board Meeting Minutes Discussion - The Board will have continued discussion regarding the format of Board minutes. A response from our attorney is included.
- H. April Board Meeting Dates - A discussion regarding Board meeting dates for April will take place, as the election is on April 17th.
- I. Agenda Items for March 5, 2007 - Discussion of agenda items for March 5th will take place at this time.
- J. Future Agenda Items - Discussion of future agenda items will take place at this time.

2. Action Items:

- A. Wellness Policy - Action on the wellness policy is requested at this time.

Minutes of the Special Meeting of the Board of Education of Community Consolidated School District 46, held on January 25, 2007 at Grayslake Middle School, 440 N. Barron Blvd., Grayslake, IL

CALL TO ORDER: The meeting was called to order at 7:00 p.m. by President Davis.

ROLL CALL: Davis, Facklam, Hannan, Rohrer, Surroz, and Weinert. Coe Peek arrived at 7:20 p.m. Correll and Aggen were also present.

PUBLIC COMMENT: Public Comment was offered and ended at 7:02 p.m. No comments were offered.

WORKSHOP: A workshop took place with representatives from PMA. The board began the discussion with a review of financial terms, to ensure that all board members had the same understanding. The board reviewed such terms as fund balance, deficit spending and balanced budget. The discussion looked at our assumptions for the upcoming fiscal year and the district's ability to maintain a balanced budget. At the end of the discussion, the board requested that the administration bring the board their recommendations with possible program additions, as well as reallocation of monies to decrease expenditures to produce a balanced budget.

ADJOURN: A motion was made by Surroz and seconded by Hannan to adjourn at 9:01 p.m. A roll call vote was taken:

Davis - aye	Weinert - aye
Facklam - aye	Hannan - aye
Coe Peek - aye	Rohrer - aye
Surroz - aye	

7 ayes 0 nays 0 absent Motion carried.

Respectfully submitted,

Sue Facklam, Secretary Pro Tem

Cheryl Davis, President

Gifted Education Report: Our Past, Our Present, and Future Possibilities

February 20, 2007

Our Past: A 10 Year History

- 1997-2002:
 - 3rd - 5th: Pull-out enrichment/ twice weekly
 - 6th - 8th: Daily replacement math and language arts
- 2002 - 2003
 - 3rd - 4th: Daily replacement reading and weekly math enrichment
 - 5th - 8th: No gifted programming

Our Past: A 10 Year History

λ 2003-2004

- 3rd - 4th: One gifted teacher per two buildings. Daily reading instruction with some math enrichment
- 5th - 8th: No gifted program offered.

λ 2004-2006

- No gifted program offered

Our Present: 2006 - 2007

- Gifted students in grades 3 and 4 clustered (as identified by NWEA test only)
- The Otis Lennon School Aptitude Test administered (OLSAT)
Test cost: \$14,071
Scoring cost: \$13,083
Total cost: \$27,154
- The Gifted Coordinator hired
FTE 1.0: \$50,000
Renzulli pilot program conducted: \$1,280

Our Present: 2006 - 2007 (cont.)

- λ Survey completed (teachers, gifted students, parents)
- λ Survey of other districts' gifted program models completed
- λ Research conducted regarding best practices
- λ Illinois Association of Gifted Children conference attended
- λ Math Committee formed to determine if needs of gifted math students are being met

Teacher Survey Results

- √ 80% feel unable to meet the needs of gifted students in their classrooms
- √ Two-thirds do not have adequate materials to meet the needs
- √ Less than 15% believe our schools are providing valuable service to gifted students
- √ Only one in five believes that meeting the needs of gifted students is a district priority

Teacher Comments:

“The gifted students have fallen through the cracks since we have lost our gifted program. Teachers do their best to differentiate in the classroom, but “No Child Left Behind” sadly leaves behind the gifted students.”

Related Research Results:

λ “Many gifted children know as much as half of the material being covered at school, and the majority of their teachers have no specialized training in education for the gifted.”

ν National Research Center on the Gifted and Talented 2006

Teacher Comments:

"I know what I need to do to work with my gifted children but I don't have the support I need to execute my plan. ...I hope it doesn't take long for the right people to realize how the children are really suffering."

Related Research Results:

- λ Gifted students receive no differentiated experiences in 84% of regular classroom activities. (Archambault, 1993)

Student Survey Results:

- λ 64% felt that they would prefer to go to a special daily math class instead of staying in the regular classroom
- λ 71% felt that they were not being challenged in reading class
- λ 88% would prefer being pulled out of class for more challenging work in some area (everyday or at least twice a week.)

Student Comments:

- "My teacher often times makes challenging work but a lot of times she doesn't have things, so I do things that are way too easy."
- "I don't like to wait for other people to finish their work."

Related Research Results:

- λ “Gifted learners require 1 - 2 repetitions to master a new concept compared to 7 - 8 for an average student.”
- √ Rogers, 1993

Student Comments: (cont.)

- “I am always bored in school.”
- “I think there should be advanced history and science classes. They are way too easy.”

Related Research Results

- λ “The most common problem is that gifted children don’t learn to work. Children who get good grades and high praise with relative ease may not learn how to try hard and to persevere when things are difficult.”
 - √ Maureen Neihart, Clinical Child Psych. 2006

Parent Results:

- λ 82% believed that their child would benefit from being pulled out of the regular classroom for accelerated instruction.
- λ 85% felt that a gifted program should begin **before** 5th grade

Parent Results:

- λ 95% of all parents stated that critical thinking, and problem solving skills should be a top priority in gifted classes, but they were split when it came to choosing whether it was more important to offer gifted math or reading classes.

Parent Comments:

"I have not felt that District 46 has adequately addressed the needs of any of our older children who went there. There are too many students in the advanced classes at Frederick and the Middle School. There should be maybe the top 10 - 20 kids, not the top 30 -40 which then includes some of the "high-average" kids and slows down the pace too much."

Related Research Results:

“Just putting gifted kids together (clustering) - but not accelerating the curriculum-has minimal academic benefit. The key component is the accelerated curriculum.”

- “A Nation Deceived” Colangelo, Assouline, Gross. 2004

Parent Comments: (cont.)

“Our children are all being pulled toward average. ...They have also lost their love of learning the farther along they get in school. We are seriously considering moving in order to give our children the kind of education they deserve.”

Parent Comments: (cont.)

"If my son had special education issues, he would receive all of the help that the district could provide. Unfortunately, this segment of our school's population is not recognized and many people are uneducated as to the best way to deal with the g/t student.

Parent Comments: (cont.)

"I think it is important for children at the youngest of ages to receive advanced guided instruction. Children are often the most enthusiastic about school and learning at young ages. I find myself envious of friends who live in districts that have better programs for young grade schoolers because I know that even though my child is ahead, she would be leaps and bounds above her current level."

Comparison of Area Schools

λ In 2003, 85% of all elementary and 78% of all middle schools offered some type of gifted programming.

ν Illinois State Board of Education Data Analysis Reporting Division

Comparison of Area Schools

λ Millburn, Dist. 24: 3rd - 5th grade gifted math (daily) and reading (twice a week), 6th - 8th replacement reading and math (daily) and research units (twice a week). Staff = _____ FTE

λ Antioch, Dist. 34: 1st - 2nd pullout reading twice a week, 3rd - 5th replacement reading, 6th - 8th gifted reading, math and exploratories in science and social studies. Staff = _____ FTE

Comparison of Area Schools

- λ Lake Zurich, Dist. 95: 1st - 2nd grade small group instruction in classrooms, 3rd - 5th grade gifted math, 6th - 8th gifted language arts, math, social studies, and science classes Staff = 1 FTE per building
- λ Big Hollow, Dist. 38: No programming available at this time Staff = 0 FTE
- λ Woodland, Dist. 50: 3rd - 8th replacement language arts and math. Staff = 6 FTE

Comparison of Area Schools

- λ Mundelein, Dist. 75: 4th - 5th grade weekly enrichment pullout, 6 - 8th grade replacement language arts. Staff = 1.5 FTE
- λ Wauconda Dist. 118: 3rd - 8th grade replacement language arts and math. Staff = 4.5 FTE

Gifted Students in District 46

As measured by the OLSAT in 2006

- λ Current 2nd graders: 20
- λ Current 3rd graders: 25
- λ Current 4th graders: 27
- λ Current 5th graders: 32
- λ Current 6th graders: 13
- λ Current 7th graders: 23
- λ TOTAL: 140

Identification Matrix Sample

Assessment Areas	140 - 150	135 - 139	130 - 134	125 - 129	120 - 124
Otis-Lennon (OLSAT) SAI					
Otis - Lennon (OLSAT) Non -verbal					
	99%	97 - 98%	95% - 96%	93 - 94%	90 - 92%
NWEA FALL MATH TOTAL NP*					
NWEA SPRING MATH TOTAL NP*					
	24 - 25	22 - 23	20 - 21	18 - 19	16 - 17
Teacher Checklist points**					
SCORE	5	4	3	2	1
TOTALS					

Proposals for Services at Gr. 3 - 4

λ Proposal 1:

One gifted education specialist per building to provide daily accelerated math and language arts instruction to the top 3 - 5% of 3rd and 4th graders.

λ Costs:

Five FTE: \$226,000

Materials: approximately \$1000 per building (\$5000)

Space: one small room per building

Proposals for Services at Gr. 3 -4

• Proposal 2:

- One gifted education specialist per two buildings in order to provide daily (75 minutes) accelerated math instruction to the top 5% of 3rd and 4th graders. One day per week would be set aside for independent research projects in science and social studies.

• Costs:

- 2.5 FTE: \$114,490
- Materials: approximately \$700 per building (\$3500)
- Space: one small room per building

Proposals for Services at Gr. 3 - 4

- Proposal 3:
 - Continue clustering
 - Provide opportunities for staff development in differentiation for all cluster teachers
 - Provide additional money for purchasing resources for cluster teachers
 - Discontinue OLSAT testing of 2nd and 3rd graders
 - Consider grade skipping as an option for gifted students
- Costs: Approximately \$8,000

Proposals for Services at Gr. 5 -8

- Proposal 1:
 - One gifted education specialist per grade level in order to provide daily accelerated math and language arts instruction to the top 5% of 5th - 8th graders, but phased in at grades 7th - 8th in '09 - '10.

Proposal for Services at Gr. 5 -8

- Costs for Proposal 1:
 - 2 FTE in '08: \$90,392
 - 1 FTE added in '09: \$45,196
 - 1 FTE added in '10: \$45,198
 - Materials: approximately \$1000 per grade level (\$4000)
 - Space in '08: one room at Frederick and one room at Park School
 - Space in '09: one more room at Middle School and one more room needed at Park School

Proposal for Services at Gr. 5 - 8

- Proposal 2:
 - One gifted education specialist per two grade levels in order to provide daily accelerated math instruction to the top 5% of 5th - 8th graders (with grades 7 -8 being phased in by '10)

Proposal for Services at Gr. 5 - 8

- Costs for Proposal 2:
- 1 FTE in '08: \$45,196
- 0.5 FTE added in '09: \$22,598
- 0.5 FTE position added in '10: \$22,598
- Materials: approximately \$700 per grade level (\$2800)
- Space: one room at Frederick and Park in '08
- One more room at the Middle School beginning in '09

Proposal for Services at Gr. 5 - 8

- Proposal 3:
 - Keep the accelerated math and language arts classes, but use the OLSAT scores to better identify those students.
 - Provide opportunities for staff development in differentiation for all advanced class teachers
 - Provide additional money to purchase resource materials for advanced classes
 - Consider grade skipping as an option for gifted students
- Costs: Approximately \$11,000

Opportunities to Continue

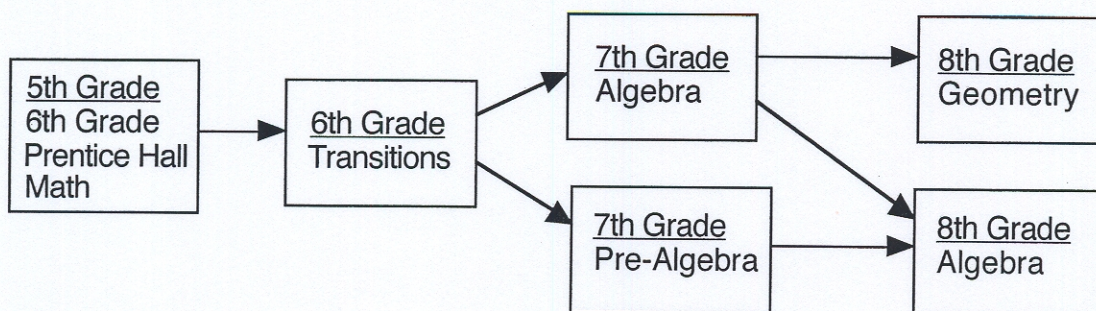
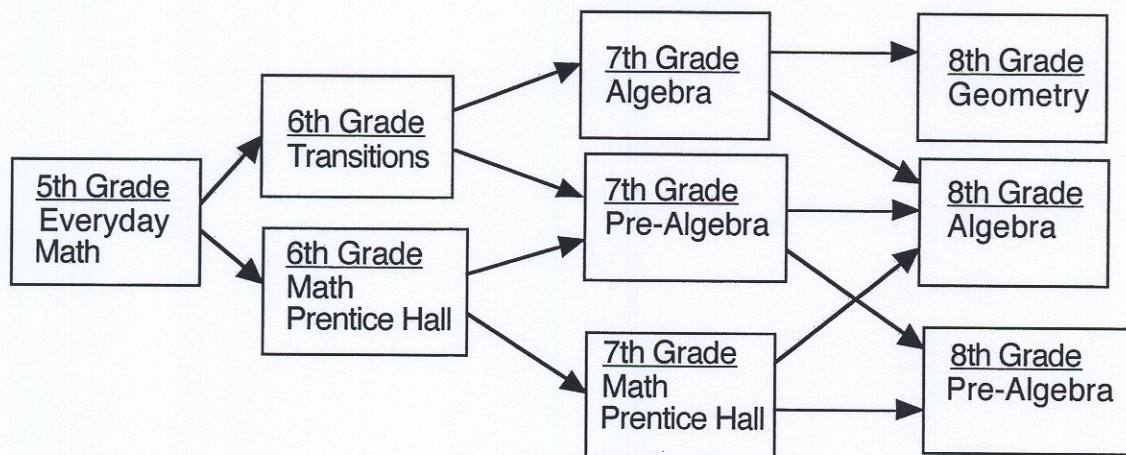
- λ Regardless of which proposals are approved, the following opportunities should remain in the district:
 - √ Science Olympiad
 - √ Camp Invention
 - √ Scholastic Bowl
 - √ Advanced Reading and Math classes in gr. 5 - 8
 - √ Clustering in grades 3 - 4
 - √ Training for all teachers in differentiation
 - √ Requiring that all teachers who teach gifted children are qualified to do so

In Conclusion:

- λ The mission statement of district 46 is to "strive for excellence". Are we doing that with our most academically talented students?
- λ Thank you for considering the needs of this special group of learners.

District 46 Mathematics

Please find below the scope and sequence of mathematics courses offered at Frederick and Grayslake Middle School.

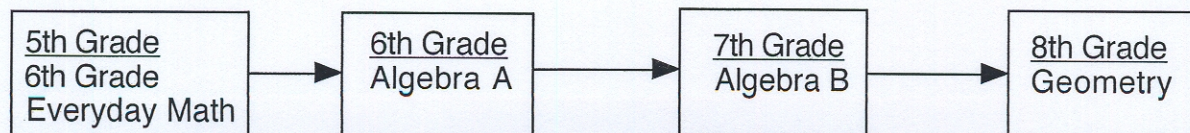
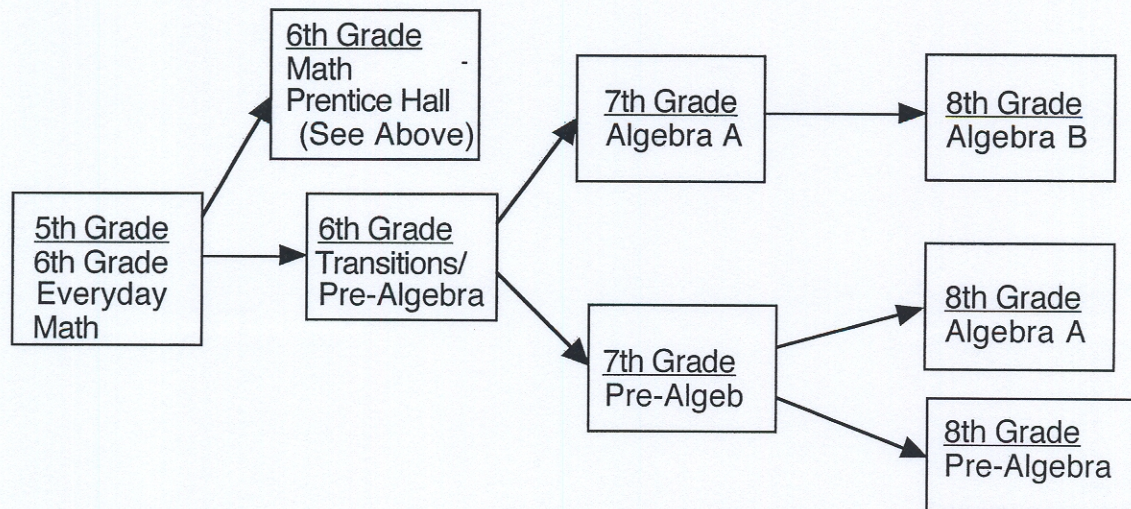
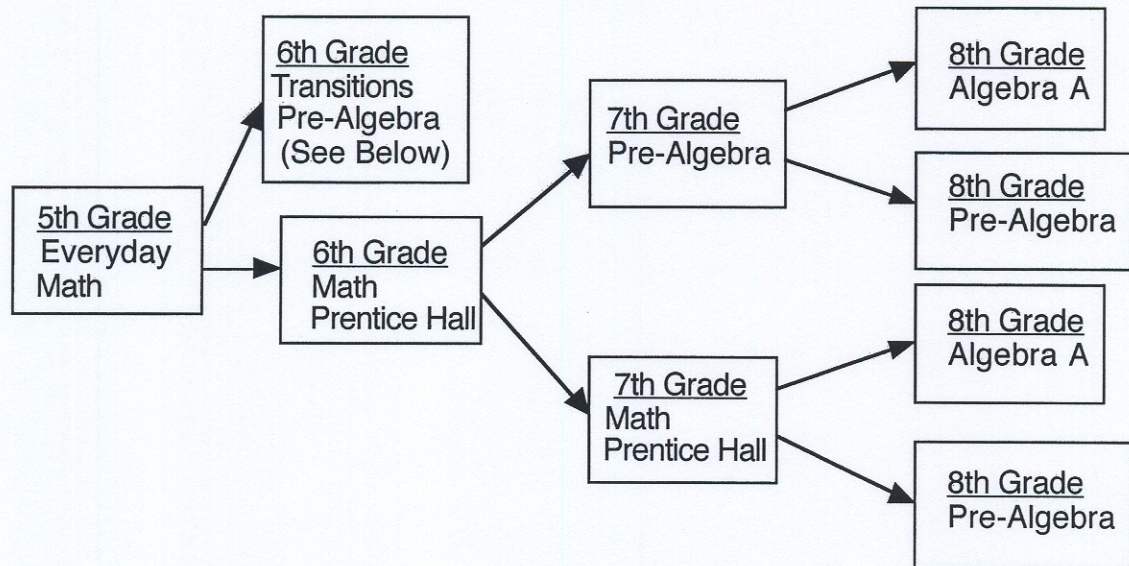


Updated: January 19, 2007

District 46 Mathematics

Proposed 1/19

Please find below the scope and sequence of mathematics courses offered at Frederick and Grayslake Middle School.



Community Consolidated School District 46

Advanced Math Placement Checklist

Student Name _____
School _____ 8th Grade Graduation Year _____
Person Completing Form _____ Date _____

DIRECTIONS: Evaluate the student on each one of the 5 criteria by circling the appropriate rating. Add up all points circled and enter the total in the space provided below.

RATING:

- 5- Consistently
- 4- Usually
- 3- Sometimes
- 2- Rarely
- 1- Never

NWEA:

Fall

Spring

Math

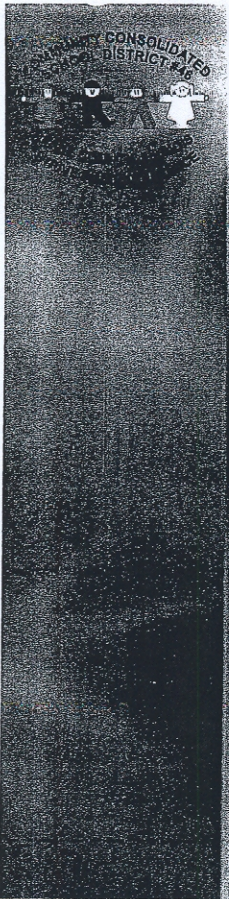
Reading

OLSAT SCORE:

1.	Student produces high quality work on time in a fast paced environment.	5 4 3 2 1
2.	Student performs all operations dealing with fractions, decimals and percents, and basic computation (number sense).	5 4 3 2 1
3.	Student can communicate effectively their work in a reasonable thoughtout manner.	5 4 3 2 1
4.	Student can exhibit self advocacy skills by seeking out alternative resources (text book, teacher, uses notes).	5 4 3 2 1
5.	Student has a basic understanding of problem solving techniques.	5 4 3 2 1

Total Score _____

Teacher Comments:



How does technology impact student learning?



“Researchers find that extracting the full learning return from a technology investment requires much more than the mere introduction of technology with software and web resources aligned with the curriculum. ...